

Eligibility and Exit Special Education

- ❖ New Term – Eligibility is called Entitlement.
- ❖ Special education is not viewed as a “place” but as a more intensive intervention to meet the needs of the child.

Criteria for Entitlement

- Three Pronged Criteria
 - Educational Progress – Researched-based interventions have failed to improve a student’s rate of learning and additional resources are needed to enhance student learning or the interventions have improved the rate of learning but are too demanding to be implemented with integrity without intensive interventions.
 - Discrepancy – Given equal or enhanced opportunities, the student’s current level of performance is significantly lower than typical peers on identified standards.
 - Instructional Needs – Instructional needs have been identified that are beyond what can be provided in general education – this is evident when curriculum, instruction or the environmental conditions need to be very different for the student as compared to the needs of other students in the general education environment.
- Review Data
 - Assessment data and student progress
 - Data from problem-solving process
 - Convergence of data from a variety of sources

Exit Criteria

- Prior to identifying a student as eligible, the student’s exit criteria must be determined.
- Three ways of identifying exit criteria
 - Norms
 - 25% (average)
 - Score that correlates with meeting standard on the EOG (recommend to use with caution)
- Decreasing intensity of services – reverse the process.
- Determine the minimal level of support necessary for the student to be successful in the general education classroom.